

# Kingsgate Community Centre

Inspection report for early years provision

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<b>Unique reference number</b>	116334
<b>Inspection date</b>	04/08/2009
<b>Inspector</b>	Pauline Nazarkardeh
<b>Setting address</b>	107 Kingsgate Road, London, NW6 2JH
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<b>Type of setting</b>	Childcare - Non-Domestic

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Kingsgate Community Centre Summer Play Scheme registered in 1994. The play scheme is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The play scheme is open five days a week for four weeks during school summer holidays. Sessions are from 9:00am to 5:30pm.

It operates from one large hall and two rooms in a Community Centre located in Kilburn in the London borough of Camden. The building is accessible to wheelchair users. A maximum of 32 children may attend the play scheme at any one time. There are currently 29 children on roll.

The play scheme employs five members of staff. The staff hold a variety of qualifications including NVQ level 2 and 3 in Play work and/or Early Years and Education, in addition one member of staff holds QTS and another is a qualified nurse. The play scheme receives support from the London Borough of Camden Play Service.

## Overall effectiveness of the early years provision

Overall the quality of the provision is inadequate. Children's learning and development needs are not identified or addressed, as a result of the practitioner's limited knowledge and understanding of the Early Years Foundation Stage (EYFS) and the welfare requirements. The setting uses self evaluation to highlight strengths and weaknesses. The provision has in place some systems to share information with parents, but this does not include many essential documents.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

## What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- make available to parents a written statement that provides details of the procedure to be followed if they have a complaint (Safeguarding and welfare) (also applies to both parts of the Childcare Register) 25/08/2009
- keep a record of risk assessment for each specific outing with the children, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Safeguarding and welfare) 25/08/2009
- make sure that there are effective systems in place to ensure practitioners and other people aged over 16 25/08/2009

- years who have regular contact with children are suitable to do so (Suitability of adults)
- keep a record of all accidents and first aid treatment applied (Safeguarding and welfare) 04/08/2009
  - ensure each child is assigned a key person (Organisation) 25/08/2009
  - ensure staff develop their knowledge and understanding of the Early Years Foundation Stage statutory framework and practice guidance (Qualifications, training, knowledge and skills) 25/08/2009
  - ensure that all records policies and procedures required for the safe and efficient management of the setting are maintained and meet the needs of the children (Documentation) 25/08/2009

## **The leadership and management of the early years provision**

The setting is not delivering the Early Years Foundation Stage (EYFS) statutory framework or practice guidance. As a result, insufficient attention is given to identifying children's learning. There are weaknesses in planning, which is targeted towards the whole group rather than individuals, and the lack of assessment systems means that staff are not identifying next steps towards the early learning goals or realistic challenges for children.

Partnerships with parents and carers are not sufficiently secure. However, staff do promote informal, relaxed relationships with parents to include daily discussions. Parents are welcomed in the setting and they say that their children are happy at the setting. However, many essential documents, such as risk assessments for outings and a complaints procedure, are not in place. The certificate of registration is not displayed for parents to see.

Documentation and record keeping systems in general are poorly managed; this impacts on aspects of children's welfare. For example, there are systems in place to record accidents, however, a serious accident which required hospital treatment was not documented and appropriate follow up systems were not put in place for the child's safe return to the setting. Staff work to clear safeguarding procedures which include how to identify and report any child protection concerns about the welfare of the children. This procedure also identifies what action will be taken should an allegation be made against a member of staff.

There are recruitment procedures in place; however these are not used effectively. The vetting of staff is not robust enough to ensure that effective decisions are made about their suitability to work with children. Staff are beginning to use a system of self-evaluation and as a result, they are starting to identify areas to target that most need improvement. However, the recommendations from the last inspection have not been addressed successfully, for example, the recruitment procedure still requires improvement.

## **The quality and standards of the early years provision**

Children are settled and involved in the activities on offer. They are able to choose which resources they play with and spend periods of time busily engaged in games such as Hama Beads, Jenga and Connect 4. They also enjoy creative activities, using felt tips, glue and scissors. However, children's learning is not fully supported. This is as a result of the practitioner's limited knowledge of the learning and development requirements of the EYFS. Although there are general basic plans in place which identify activities for all the children, these do not cover the six areas of learning or take into account the children's interests or contributions. There are no systems in place for observing and assessing the children's learning and development. As a result, the children's individual interests and learning needs are not identified.

Children have good opportunities to develop their physical skills and health as they are able to access a second hall where they can participate in planned physical activities. In addition, regular off site trips to the park to play tennis and to indoor play areas. Children eat healthy food provided by parents. Drinks and snacks take account of their individual dietary needs. Children are encouraged to wash their hands before eating, and learn the significance of making healthy choices or why good hygiene is important.

Children are well behaved. They are aware of the rules of the setting as staff have involved them in writing up the rules of the club. Staff are sensitive to the children and encourage them to self-manage behaviour issues with support.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	4
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	4

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	4
How well are children safeguarded?	4

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	4
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	4
How well are children helped to stay safe?	4
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	4
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Arrangements for Safeguarding Children and Welfare of children being cared for and Documentation) 25/08/2009
- ensure that the following information is available to parents: copies of the written statements of safeguarding procedures; complaints procedures; information about the registration system for the voluntary part of the Childcare Register and Ofsted's address (Providing information to parents) 25/08/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Arrangements for Safeguarding Children and Welfare of children being cared for and Documentation) 25/08/2009
- ensure that the following information is available to parents: copies of the written statements of safeguarding procedures; complaints procedures; information about the registration system for the voluntary part of the Childcare Register and Ofsted's address (Providing information to parents). 25/08/2009